Q17. Name:

Sonia Wallman

Q19. Course:

BT12 🛟

Q1. A. Learner Objectives & Interaction

	Evident	Not Evident	Not Appplicable
The course learning objectives are measurable.	©	O	C
Learning objectives are stated clearly and written from the student's perspective.	©	O	C
The learning objectives are appropriately designed for the level of the course.	©	0	0
Instructions make clear who the instructor is and how to contact the instructor.	C	۲	С
The course timeline and schedule of assignments is clear.	©	O	O

Q2. Comments:

No contact information given for instructor.

Q12. B. Learner Support (adapted from Quality Measures Rubric Standards Fifth Edition, 2014)

	Evident	Not Evident	Not Applicable
Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help the student succeed in the course and how the student can access them.	C	©	C
Course instructions articulate or link to an explanation of how the institution's student services can help the student succeed and how the student can obtain them.	C	©	C

Q13. Comments:

Q3. C. Instructional Design

	Evident	Not Evident	Not Applicable
The course organization and design is clear, coherent, and structured in an appropriate way.	©	O	O
Concepts and skills build logically and purposefully throughout the course, with transitions to support development and understanding from skill to skill.	©	O	C

Q4. Comments:

Q5. D. Instructional Materials

	Evident	Not Evident	Not Applicable
The instuctional materials contribute to the achievement of the stated course objectives.	©	O	O
The instructional materials are current.	©	C	C
The learning activities promote the achievement of the stated learning objectives.	©	C	C
Learning activities provide opportunities for interaction that support active online learning.	O	C	O
The course is designed into stages of introduction, development, and assessment.	©	O	C
The videos, graphics and articles are appropriate for the level of learning and focus for the course.	O	C	©
The activities are engaging and support active engagement with the content and course objectives.	©	O	C

Q6. Comments:

Q7. E. Assessment & Measurement

	Evident	Not evident	Not Applicable
The types of assessments selected measure the stated learning objectives and are consistent with module activities and resources.	©	C	C
The assessment instruments selected are varied and appropriate to the student work being assessed.	С	C	C

Q8. Comments:

The assessment is a bit weak, depending on written exams. There is a performance assessment mentioned for the last of three outcomes listed, but no details are given.

Q9. F. Industry-Based Application

	Evident	Not Evident	Not Applicable
Course materials, activities, and learning outcomes reflect direct application to the target occupation.	©	С	C

Q10. Is it clear that this course is foundational, intermediate, or advanced in preparing students for high-wage, high-skill employment?

Yes

C No

C Unclear

Q14. Comments:

The materials and activities sometimes accurately reflect direct application to the biopharmaceutical manufacturing industry.

Q17. G. Do the openly licensed works appear to have the proper attributions?

Evident	Not Evident	Not Applicable
0	©	O

Q18. Comments:

Q25. H. Do the course materials include features that make them accessible as a learning resource for all students, including students with disabilities?

Evident	Not Evident	Not Applicable
0	Θ	O

Q26. Comments:

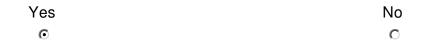
Q19. I. After reviewing the course in total, are there content topics that are missing or need to be improved?

Yes	No
0	lacksquare

Q20. Comments:

The two credit-bearing BT courses make a good introduction to the biomanufacturing industry with relevant hands-on activities and powerpoint lectures. More links to visual materials that are freely available on the internet are encouraged.

Q21. J. After reviewing the course in total, are there content variety (e.g. multimedia, project based learning, etc.) that are missing or need to be improved?



Q22. Comments:

The content consists of powerpoints and accompanying lab exercises; links to videos and animation available through NBC2, Bio-Link and BTEC in North Carolina should be added to the online course.

Q23. K. After reviewing the course in total, are there instructional design elements that are missing or need to be improved?

Yes	Ν	0
0	G	•

Q24. Comments:

Just use more available materials that can help explain the content.

Q11. Overall Review Comments:

Biochemistry portions of the curriculum are excellent. The flow of hands-on activities imitates process flow in the biomanufacturing industry.